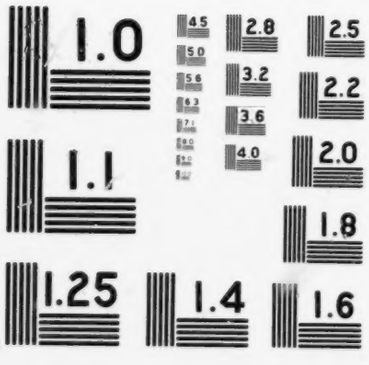
1 OF 1
ED
01964



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963

R E P O R T R E S U M E S

ED 019 164 RC 001 444

PROGRAM GUIDELINES FOR CHILDREN OF MIGRATORY AGRICULTURAL WORKERS.

BY- MCGOWEN, DEWEY, JR.
CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD

PUB DATE 68

EDRS PRICE MF-$0.25 HC-$1.04 24P.

DESCRIPTORS- *EDUCATIONAL DISADVANTAGEMENT, EVALUATION, ENGLISH (SECOND LANGUAGE), EDUCATIONAL EXPERIENCE, *GUIDELINES, HEALTH, INSTRUCTIONAL PROGRAMS, INSERVICE TEACHER EDUCATION, *MIGRANT EDUCATION, *MIGRANT CHILDREN, OBJECTIVES, PERSONAL GROWTH, READINESS, REFERRAL, SOCIAL DISADVANTAGEMENT, SELF CONCEPT, TEACHER AIDES,

THE CHILDREN OF AGRICULTURAL MIGRANT WORKERS ARE EDUCATIONALLY AND SOCIALLY DISADVANTAGED. IN ORDER TO PROVIDE AN EDUCATIONAL PROGRAM FOR THESE YOUNGSTERS, FOUR BASIC PRINCIPLES SHOULD BE CONSIDERED-- (1) AFFECTION IS A BASIC NEED OF CHILDREN, (2) EVERY INDIVIDUAL HAS THE POTENTIAL TO GROW IN HIS OWN WAY, (3) GROWTH IS INTERRELATED WITH READINESS, AND (4) EACH CHILD MUST BE PROVIDED A SERIES OF MEANINGFUL EXPERIENCES. PROJECT OBJECTIVES, EVALUATIVE CRITERIA, AND GUIDELINES FOR CONDUCTING MIGRANT EDUCATIONAL PROGRAMS IN CONNECTICUT ARE PRESENTED IN THIS BOOKLET. A LIST IS ALSO INCLUDED LOCATING THE SEASONAL AGRICULTURAL ACTIVITIES IN THE STATE. (ES)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

ED019164

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PROGRAM GUIDELINES

for

CHILDREN OF MIGRATORY AGRICULTURAL WORKERS

RC001444

Dewey McGowen, Jr.
Office of Program Development
1968

Connecticut State Dept of Education

CONTENTS

CHARACTERISTICS OF CHILDREN OF SEASONAL AGRICULTURAL WORKERS 1

PRINCIPLES 3

PROJECT OBJECTIVES 5

CRITERIA FOR ELIGIBILITY 6

PROGRAM ACTIVITIES AND SERVICES 6

DESCRIPTION OF INSTRUCTIONAL PROGRAM 7

THE SCHOOL 9

TEACHER 10

HEALTH AND WELFARE 12

CHILDREN 12

REFERRAL SERVICES FOR PARENTS 13

SAMPLE SCHEDULE 14

STAFF TRAINING 15

PILOT TRAINING PROGRAM 18

EVALUATION 19

LOCATION OF SEASONAL AGRICULTURAL ACTIVITIES 22

CHARACTERISTICS OF CHILDREN OF SEASONAL AGRICULTURAL WORKERS

Children of migratory or seasonal agricultural workers may be generally viewed as being unable to complete the regular nine-month school program because their parents are seasonal agricultural workers. Consequently, the children are forced to change school districts many times by crossing state lines or movement within a state. As a result of this constant movement the children of seasonal agricultural workers in Connecticut will have one or more of the following characteristics which restrict their learning:

1. He has experienced little success.
2. His parents often receive aid from welfare agencies.
3. His concept of sex and the sex role are governed by his cultural values and may differ from the majority of his peer group.

4. He comes from a matriarchal culture.
5. His conceptual learning will be limited because of his restricted home experiences.
6. His reading readiness will develop only after he has an adequate oral vocabulary.
7. He is absent frequently, often because of lack of proper food and clothing.
8. He is often shy and may feel unaccepted.
9. He may be subject to a marked increase in fears as he starts to school.
10. He may be learning English as a foreign language.
11. He experiences more classroom tensions and pressures than the English-speaking students.
12. He may be two or more years educationally retarded, due to his limited knowledge of English and/or to absence from classes.
13. He may mature in the way of travel and adult association but lacks other experience necessary for success in the classroom.

14. He has the ability to achieve when some of his special needs are met.

PRINCIPLES

In order to undertake a program for children of migratory children there are certain basic interrelated principles which must be developed with staff before children can effect a meaningful interaction with the local school and community.

1. Affection is a basic need of children. The teacher must be appraised of the children of migratory workers, their shyness and lack of self-confidence may be a defensive reaction to a new and strange environment. Therefore, the educational and recreational program must be developed from a point where the child is able to receive praise and approval. The child then may internalize these positive verbal and physical signals as signs of affection. As the child's self-confidence is strengthened, the teacher develops limits which will help rein-

force his self-control. For the basic objective is to help them realize that they must accept self. It then becomes mandatory that the teacher cultivates a keen awareness of the child's feeling about self.

2. It is an accepted fact that every individual has within himself the potential to grow in his own way. Recognizing that there are certain developmental sequences which are common to all children, however, each has his own unique pattern and rate of development. Therefore the school must provide the environmental conditions that are most favorable to that development.
3. Interrelated to growth is readiness. Professional training skill, and perhaps intuition lets the teacher know the moments that the child is most

eager and able to learn. ("Teachable moments"). This gifted teacher is able to take advantage of the child's readiness to learn and helps him to avoid the negative pitfalls of failure.

4. These educational and recreational experiences developed with the child must be meaningful. Hence the child will enjoy demonstrating the meaningfulness of his new learned experiences.

PROJECT OBJECTIVES

1. To improve the basic skills of speaking, reading, listening, writing, and arithmetic of children of migratory agricultural workers.
2. To improve nutritional understandings of children of migratory agricultural workers.
3. To develop better health habits.
4. To provide for the health needs of children of migratory agricultural workers.

5. To improve the self-image of children of migratory agricultural workers.
6. To develop a relationship between the school and migrant families participating in agricultural work.

CRITERIA FOR ELIGIBILITY

A child eligible to participate in this program must have the following characteristics:

1. Comes from a family where the head of the household may be classified as a transient agricultural worker.
2. Comes from a migrant family which has recently (within the year) changed school districts.
3. Comes from a migrant family considered to be of marginal income.

PROGRAM ACTIVITIES AND SERVICES

This will be the only educational program for school age children of migratory and/or seasonal agricultural workers operating in the State of Connecticut.

The extent to which the complete program will be implemented by the State shall be limited only by the amount of money allocated to the State of Connecticut under this title and the date of the allocation. The proposed program shall include:

1. A summer school program for school age children (July and August of 1968).
2. In-service educational workshops for teachers and aides employed to work with the children of migratory workers during the summer months (May 1968).
3. In-service institutes for teachers working with migrant children during the regular school year.

DESCRIPTION OF INSTRUCTIONAL PROGRAM

The first priority will be a summer school program for school age children of migrant workers. The programs will be designed to service the educational, physical and social needs of the children of migratory workers. This program will be under the jurisdiction

of the Connecticut State Department of Education and operated through arrangements with local educational agencies. The program will provide the children with an opportunity to improve their basic skills in speech, listening, reading, writing and arithmetic. Programs dealing with health and nutrition will be an integral part of the summer sessions.

It is planned that approximately five centers serving different areas of Connecticut will operate a summer program during an eight week period of July and August of fiscal year 1968. During the development of these programs specific consultative services will be provided to the centers by the Office of Program Development of the Connecticut State Department of Education. Each child accepted in the program is to be given a physical examination by a physician and an oral examination by a dentist. Based on the findings of the physician and dentist, the centers will refer the children for further treatment. In some of the centers breakfast and

mid-morning snacks will be served. However, all centers will serve a hot lunch.

Based on the objectives of this project, the following principles will be used by the centers as they develop instructional activities for the migrant children involved:

THE SCHOOL

In order for a center to have a successful program, it must be prepared to do the following:

1. The administration and staff must create an atmosphere of acceptance.
2. They must involve the parents in the program of the center in order to get support and reinforcement for the many learning experiences of the children.
3. They must be willing to revise the curriculum to meet the individual needs of the children.
4. They must be willing to assign qualified teachers to the program.

5. They must be willing to maintain a constant study of new teaching techniques, methods, material, and equipment that are being developed.
6. They must provide suitable instructional materials and equipment.
7. They must respect the use of the child's native language while creating situations conducive to speaking English.
8. Above all, the school must be pleasant, warm and stimulating.

TEACHER

The focus of programs for children of migratory workers is to help him master the fundamental skills in language, reading, and arithmetic as well as assist him in developing a positive attitude toward learning. It is an accepted fact the teacher is the key and must be willing to do the following:

1. Develop oral language facility in all subject areas.

2. Create a classroom situation in which the children want to speak English.
3. Plan and select experiences that will develop the desired concepts and stimulate the desire to increase his vocabulary.
4. Develop instruction geared to his performance level.
5. Provide opportunities for the child to participate as an individual.
6. Correlate a variety of creative activities such as music (vocal and instrumental), dancing, building, drawing, printing and field trips giving the children opportunity to succeed.
7. Involve the children in group reports dramatizations, games, choral speaking committee projects or similar activities.
8. Allow time to talk informally with each child about his interest.

9. Planned visits to the homes of the children.
10. Praise and reward the student when he succeeds.

HEALTH AND WELFARE

Listed among the very special needs of children of migratory workers are health and welfare services. All programs must provide the following:

1. Provide at least one meal a day.
2. Provide milk and snacks as needed.
3. Provide medical and dental examinations.
4. Provide medical and dental follow up.
5. Purchase clothing when it is essential.

CHILDREN

The instructional program of each center will relate to the needs of migrant children through consideration of the following principles.

1. Educational and recreational experiences must be planned to assure success for each child.
2. Educational activities must demonstrate

an acceptance of the child's value as important.

3. Educational activities must be planned following an identification of those experiences which are lacking in the child but are necessary if success is to be achieved.

REFERRAL SERVICES FOR PARENTS

As each center develops its plan of action, it is expected that consideration will be given to bringing migrant agricultural families in contact with the following agencies:

1. Bureau of Continuing Education
2. Vovational Rehabilitation
3. State Employment Services
4. State Office of Economic Opportunity
5. State Welfare Department
6. Local Welfare Department

The offering of this referral service is to be considered as a part of all the acceptable programs.

The intent is to offer these families the services which are normally available to all people of our State. It is further hoped that with the help of these State Agencies, the constant movement of these families can be reduced.

SAMPLE SCHEDULE

7:00 A.M.	Motor Vehicle starts now.
8:30 A.M. - 9:30 A.M.	Breakfast and morning exercises. (Start of field trips)
9:30 A.M. - 10:30 A.M.	Language arts. (Group and individual activities)
10:30 A.M. - 11:00 A.M.	Physical Education and Recreation.
11:00 A.M. - 11:45 A.M.	Nature study (science activities)
11:45 A.M. - 1:30 P.M.	Lunch and free time.
1:30 P.M. - 2:30 P.M.	Arithmetic
2:30 P.M. - 3:30 P.M.	Art and music activities
3:30 P.M. - 4:00 P.M.	Clean up and motor vehicle departure.

This is a very general schedule and each center will present a variation of the model. For example, if aquatic opportunities exist, the centers will take

advantage of them.

STAFF TRAINING

It will be the responsibility of the Connecticut State Department of Education to develop an in-service training program for the summer staff to be employed in the centers and the teachers upon whom migrant children depend for their education during the regular school year. This in-service training for teachers and aides will be accomplished in two phases and will be conducted by the following institutions:

1. University of Connecticut
2. University of Bridgeport
3. University of Hartford

Tc prepare teachers and aides for work with migrant children during the summer months, three workshops will be operated by the institution listed above. These workshops will be located in the three areas of Connecticut having the highest concentration of migrant children and

is to be scheduled for a summer center. This training program will be given during the month of May and will be specifically designed to prepare teachers and aides for their summer work. It is expected that a total of approximately sixty teachers, aides, supervisors, and administrators will participate in this program.

Because much of the professional staff to be employed for the summer program will be carrying a teaching load during the month of May, it is planned that these workshop sessions will be held during the afternoon and on Saturdays.

During a two-week period with a time allotment of twenty (20) hours, the workshop program will concentrate on the following:

1. Review of the psychological principles that relate to self-image and personality.
2. Observation of successful educational programs designed for deprived children and youth.

3. Involvement by teaching small groups of deprived children or youth.
4. Visitation to camps for migrant agricultural workers.
5. Discussions with selected migrant workers, camp owners, and crew leaders.
6. Seminar sessions with persons with expertise related to the learning problem of migrant children.

The second phase of the training program for this project will be two-day institutes during the fall of 1968. These institutes will be conducted by the three institutions listed previously and will involve the teachers who will be providing at least a few migrant children with their regular full-year education. It is planned that these institutes will serve a minimum of twenty teachers in the areas selected as being appropriate for this type of training.

The program for these institutes will be concerned with the following:

1. Learning disabilities common with migrant children.
2. Learning styles of migrant children.
3. Successful instructional programs in the education of migrant children.
4. Instructional materials and resources available for the education of migrant children.
5. Sociology of the migrant family.

PILOT TRAINING PROGRAM
(Teacher, Teacher Aides and Children of Migratory Workers)

An institution of higher learning and the Connecticut State Department of Education will develop jointly, a special training program for teachers, aides, and children of migratory workers for forty (40) weeks. The minimum number of teachers is ten (10) and the number of aides is also ten (10). The number of

children to participate is not to exceed twelve pupils per teacher and teacher aides team. The program and evaluation will be distributed to all states conducting a program for children of migratory workers.

EVALUATION

The evaluation of this project will conform to the suggestions and guidelines established by the United States Office of Education. Each center will be required to establish baseline data and furnish information dealing with the progress of each migrant child in the areas of:

1. Attendance
2. Health Statistics
3. Academic Progress

To provide objective information, each group will be given a pre and post testing designed to measure progress in the basic skills. In addition, a pre and post-program health check will be given to each child. And lastly, attendance records will be

analyzed to determine the reasons for absence or withdrawal from the program.

Objective data will be supplemented by information secured from teachers, students, and migrant families. Each teacher will be required to prepare a weekly report on each child which deals with a rating of his attitude, participation in activities, and school progress. At the completion of the summer program, each student will spend time in evaluating his educational experiences by recording his judgments of what activities were least or most helpful. Finally, home visitations and parent conferences will be prepared in written form and their attitudes concerning the program will be recorded.

The Office of Program Development of the Connecticut State Department of Education will complete an annual evaluation report which will include:

1. A narrative description of the program.
2. An analysis of data secured from the program.

3. A listing of major findings secured from the project data.
4. A list of general conclusions related to the success or failure of the program.

DMG/jt
3/4/68

LOCATION OF SEASONAL AGRICULTURAL ACTIVITIES

County	School District
Hartford	Granby, Suffield, Enfield, East Granby, Windsor Locks, East Windsor, Canton, Simsbury, Bloomfield, Windsor, South Windsor Avon, West Hartford, East Hartford, Hartford Manchester, Farmington, Wethersfield, Glastonbury, Rocky Hill, Marlborough
Litchfield	Cornwall, Plymouth, Kent, Thomaston
Middlesex	East Hampton, Portland, Cromwell, Middletown, Middlefield, Durham
New Haven	North Branford, Guilford, Madison New Haven
New London	Colchester, Salem
Tolland	Stafford, Ellington, Mansfield, Coventry, Andover, Hebron
Windham	Windham